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ABSTRACT

This report analyzes data to determine the effectiveness of Seattle, Washington's Title I program during the 1977-78 school year. Information is included on the following topics: (1) the demographic characteristics of the population served by Title I; (2) the success of the Title I program as measured by increases in achievement scores from pretest to posttest; (3) Title I program cost per student and comparisons with other compensatory education programs; and (4) the opinion of the Title I staff regarding inservice training. The report indicates that Title I students were more frequently black, male, and not living with both parents than were students in the school district as a whole. Test scores show that the program achieved an overall mean percentile increase on both reading and mathematics achievement tests. It was determined that of the three major funding sources in compensatory education, Title I programs had the highest cost per student. The paper states that Title I staff who received Instructional Theory Into Practice (ITIP) inservice training during the 1977-78 school year were generally satisfied with the training and felt that the training had been useful in the classroom. (Author/APH)

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TITLE : FINAL REPORT

**REPORT NO. 78-27
AUGUST 1978**

SUSAN CORWIN

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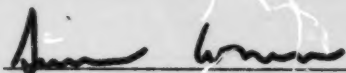
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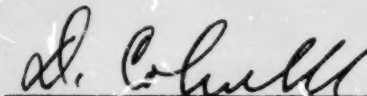
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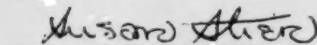
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MANAGEMENT INFORMATION SUMMARY

Report No. 78-27, Title I Final Report, describes data pertaining to the overall implementation and effectiveness of the Title I program during the 1977-78 school year. The following four questions of interest are addressed in this report.

1. What were the demographic characteristics of the population served by Title I in Seattle?
2. Did the Title I program in the Seattle Public Schools achieve its objective as demonstrated by an increase in achievement scores from pre- to post-test on the Metropolitan Achievement Test (MAT)?
3. What was the Title I cost per student served and how did this compare to the costs of other compensatory programs?
4. Did Title I staff feel that inservice training was useful?

A summary of the conclusions pertaining to each question of interest follows:

1. The demographic characteristics of the 1977-78 Title I student population were similar to those of previous years. The Title I student was more frequently Black, male, and not living with both parents than were students in the District as a whole.
2. The 1977-78 Title I program did meet its objectives as demonstrated by an increase in the overall mean percentile gain score on the Reading and Mathematics Subtests of the Metropolitan Achievement Test.
3. The three major funding sources contributing to compensatory education were ESAA Title VII, ESEA Title I, and Urban, Rural, Racial Disadvantaged (URRD). Title I programs had the highest cost per student during the 1977-78 school year.
4. Title I staff who received ITIP inservice training during the 1977-78 school year were generally satisfied with the training and felt that the training had been useful in their Title I classrooms.

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INTRODUCTION

Background

Federally funded Title I programs have been operating in the Seattle School District since 1965. During the 1977-78 school year, the Seattle School District received 2.5 million dollars through Title I of the Elementary and Secondary Education Act of 1965. Title I programs were located in thirty-seven public school sites, twelve non-public school sites, and five private agency sites. Those programs located at private agencies were funded under the Neglected and Delinquent portion of the grant.

The Title I program, as operated in the Seattle School District, offered supplementary education services to low-achieving students. Low-achieving students were defined as those students who scored in the lower three stanines on the Metropolitan Achievement Test (MAT) in either reading or math. Target students were given special instruction in reading and math and, in most cases, left their classrooms for twenty to sixty minutes a day for this instruction.

Title I programs in the Seattle School District used a system of instructional models. Staff in each Title I school selected one of twelve instructional models. Each model included specifications as to subject, number of students to be served, student/teacher ratio, length of class period, staffing patterns, and instructional methods.

Overview of the Report

The purpose of the Title I Final Report is to provide data to Title I program managers and Seattle Public School management and staff about the overall implementation and effectiveness of the Title I program during the 1977-78 school year.

The questions of interest addressed in this report were selected by the Evaluation Office in conjunction with the Office of Compensatory Education. This introduction is followed by a procedures section containing data sources and limitations. The procedures section is followed by the presentation of data. The presentation of data section includes a discussion and conclusions section for each of the following questions of interest:

1. What were the demographic characteristics of the population served by Title I in Seattle?

2. Did the Title I program in the Seattle Public Schools achieve its objective as demonstrated by an increase in achievement scores from pre- to post-test on the Metropolitan Achievement Test (MAT)?
3. What was the Title I cost per student served and how did this compare to costs of other compensatory programs?
4. Did Title I staff feel that inservice training was useful?

PROCEDURE

Data Analysis

Data pertaining to student participation in the Title I program were collected from Class Lists prepared by Title I teachers and entered on a computer file. The Seattle School District Student Master File was used to obtain demographic information such as ethnic background, sex, and grade. Additional data were obtained from a survey sent to all Title I staff who participated in the Instructional Theory into Practice (ITIP) inservice training.

Overall gains in academic achievement for students participating in the Title I program were tabulated and calculated from pre- and post-standardized achievement test scores on the Metropolitan Achievement Test (MAT). These test scores were added to each student's computer file. Gain scores were computed for percentile scores by subtracting the pretest score of each student from the posttest score.

All data analysis was conducted on the computer through the use of the Statistical Package for the Social Sciences (SPSS).

Description of Data Sources

The following measurement instruments and records were used in the data analysis contained in this report.

1. Fall 1977 and spring 1978 Metropolitan Achievement Test scores for the Reading Comprehension and Mathematics Computation Subtests of the MAT were used. Grade two used the Total Mathematics Subtest of the MAT. These tests were administered by the Testing Office.
2. The Student Master File, maintained by the Seattle School District, was used to obtain demographic information for each target student.
3. The Title I Class Lists were maintained by Title I teachers. They contained data on the type of service received by students, date of service, and exit reasons.
4. Questionnaires were sent to all Title I staff who participated in ITIP training sessions.

Limitations

1. Not all Title I students were both pre- and post-tested.
2. Not all Title I staff participating in the inservice training sessions returned questionnaires.

PRESENTATION OF DATA

What were the demographic characteristics of the population served by Title I in Seattle?

Discussion

During the 1977-78 school year, Title I programs served 3,799 students in kindergarten through eighth grade. Reading instruction only was provided to 2,149 students, mathematics instruction only was provided to 1,063 students, and reading and mathematics instruction was provided to 587 students. Most of the students served were in grade two (17.3%), and the smallest percentage of students were in grade eight (.6%). The ethnic, sex, and family pattern distribution of the Title I population is shown in Table 1. The percentage of Black students (43.1%) enrolled in the Title I program was considerably higher than that of the District (17.9%). A high percentage (56%) of the Title I population did not live with both parents. Over half (55%) of the students enrolled in the Title I program were male.

Conclusions

The data presented in this report indicate that students receiving Title I instruction in Seattle were more frequently Black, male, and not living with both parents than were students in the District as a whole. These characteristics are similar to those of Title I students in past years.

TABLE 1

NUMBER AND PERCENTAGE OF TITLE I STUDENTS BY
ETHNIC, SEX, AND FAMILY PATTERNS
(1977-78)

	Total	Ethnic							Sex			Family Patterns	
		Black	White	Asian	His-panic	Native American	Other	Unknown	M	F	Unknown	Living With Both Parents	Not Living With Both Parents
Number of Students	3,799	1,637	1,244	405	272	206	8	27	2,099	1,670	30	1,687	2,112
Percent of Total	100%	43.1%	32.7%	10.7%	7.2%	5.4%	0.12%	0.7%	55%	44%	1.0%	44%	56%

Did the Title I program in the Seattle Public Schools meet its objective as demonstrated by an increase in achievement scores from pre- to post-tests on the Metropolitan Achievement Test (MAT)?

Discussion

The District Title I objective, as stated in the Districtwide Comprehensive ESEA Title I Program for 1977-78, was to improve students' percentile scores on the MAT. The mean percentile score gains, by grade level, are shown in Table 2. The remainder of the text does not pertain to grades seven and eight as these grades were not served except in non-public schools.

For students enrolled in the Title I reading program, all grade levels except for grade six showed percentile gains on the Reading Comprehension Subtest. Students enrolled in grade three made the highest percentile gains. The mean percentile gain on the Reading Comprehension Subtest was 6.25. Students in grade five had percentile gains substantially lower than the mean percentile gain on the Reading Comprehension Subtest; grade six had a percentile loss.

For students enrolled in the Title I mathematics program, all grade levels showed percentile gains on the Mathematics Computation Subtest. The Total Mathematics Subtest was used for grade two. Students enrolled in grade four made the largest percentile gains. The mean percentile gain on the Mathematics Subtest was 6.13. Grades two, three, and six had percentile gains lower than the mean percentile gains on the mathematics subtests.

Conclusions

1. The Seattle Title I program met the stated objective of increasing percentile scores. Meeting this objective does not indicate that students are increasing their level of academic achievement or catching up to District students in their respective grade levels.
2. Students in grade five had low percentile gains in reading; grade six showed a slight loss.

TABLE 2
READING AND MATHEMATICS
STUDENTS AND MEAN PERCENTILE GAIN
BY GRADE*
(1977-78)

Grade	Reading		Mathematics	
	N	Mean Percentile Gain	N	Mean Percentile Gain
2	450	8.43	139	2.64
3	318	13.76	185	4.01
4	180	6.36	135	12.99
5	325	1.87	223	8.40
6	305	-0.10	230	3.42
7	5	1.40	11	10.27
8	5	5.60	5	11.20
	Total 1,589	Mean 6.25	Total 928	Mean 6.13

*Grades seven and eight were only served by non-public Title I programs

What was the Title I cost per student served and how did this compare to the costs of other compensatory education programs?

Discussion

During the 1977-78 school year, the Seattle School District received \$2,499,906 for Title I programs under the Elementary and Secondary Education Act of 1965. This allocation consisted of three separate grant awards. The regular Title I program located in both public and private schools received a grant award of \$2,284,676. The inservice training portion of the Title I program was funded under the Low Rent Housing Section of the Act at a level of \$163,336. The Neglected and Delinquent portion of the Title I program received a grant award of \$49,894.

The major funding sources in the District's compensatory education effort were ESAA Title VII, ESEA Title I, and Urban, Rural, Racial Disadvantaged funds. Table 3 indicates the actual expenditures for each of these funding sources, the approximate number of students served and the cost per student. This table only shows expenditures pertaining to the grant award and does not include District in-kind and baseline funding.

Conclusions

Of the three major funding sources in compensatory education, Title I programs had the highest cost per student. It should be noted that the actual expenditure figures are only approximate.

TABLE 3

ACTUAL PROGRAM EXPENDITURES, NUMBER OF STUDENTS SERVED
AND COST PER STUDENT FOR 1977-78 SEATTLE COMPENSATORY EDUCATION PROGRAMS
JUNE 30, 1978

Program	Actual Expenditures ¹	Numbers of Students Served ²	Cost Per Student
ESAA Title VII	\$1,529,260	3,333	\$458.82
Urban, Rural, Racial Disadvantaged	\$1,804,337	4,952	\$364.37
ESEA Title I	\$1,957,050	3,799	\$515.15

¹ These data were obtained from the Seattle Public Schools Unit Status Report, June 30, 1978, Accounting Office.

² These data were obtained from the Seattle Public Schools Evaluation Office 1978 final reports pertaining to compensatory education.

Did Title I staff feel that inservice training was useful?

During the 1977-78 school year, a portion of the 1977-78 Title I grant award was used to fund an inservice training program for Title I teachers. The Office of Compensatory Education hired four experienced Title I teachers and a program assistant to develop and conduct training sessions. All training sessions were based on Madeline Hunter's "Instructional Theory into Practice" (ITIP). Training sessions were conducted for most Title I staff in the fall and spring. A separate training session was held for Title I principals in the spring. The Teacher Trainers visited each Title I classroom to observe and offer consultation about the inservice course content and its practical application.

At the end of the school year, two questionnaires were sent to Title I staff and tabulated by the Evaluation Office. One questionnaire was sent to Title I principals and one questionnaire was sent to Title I teachers, instructional assistants, and aides. The percent returns were as follows: teachers, 57 percent; instructional assistants, 64 percent; aides, 65 percent; principals, 51 percent. The questionnaire results are on file at the Office of Compensatory Education and the Evaluation Office.

Conclusions

1. The results from all personnel were generally favorable and the staff seemed to feel that they had benefitted from ITIP training.
2. General responses seemed to indicate that those personnel who had previous ITIP training would prefer seminars on new ITIP topics while those with little or no ITIP training would prefer presentations similar to those of the 1977-78 school year.
3. Most Title I staff responding to the survey were interested in receiving inservice training on remedial reading techniques.

CONCLUSIONS

The general conclusions regarding the four research and evaluation questions are as follows:

1. The demographic characteristics of the 1977-78 Title I student population were similar to those of previous years. The Title I student was more frequently Black, male, and not living with both parents than were students in the District as a whole.
2. The 1977-78 Title I program did meet its objectives as demonstrated by an increase in the overall mean percentile gain score on the Reading and Mathematics Subtests of the Metropolitan Achievement Test.
3. The three major funding sources contributing to compensatory education were ESAA Title VII, ESEA Title I, and Urban, Rural, Racial Disadvantaged (URRD). Title I programs had the highest cost per student during the 1977-78 school year.
4. Title I staff who received ITIP inservice training during the 1977-78 school year were generally satisfied with the training and felt that the training had been useful in their Title I classrooms.